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ABSTRACT

Education Consolidation Improvement Act (ECIA) Chapter 1 programs were conducted in 29 elementary schools in the Wichita (Kansas) Public Schools during the 1983-1984 school year. Major programs were corrective reading, mathematics, and prekindergarten. Smaller programs for children in neglected and delinquent institutions were conducted. A reduced parent education component was continued. A brief profile of the city of Wichita is presented. It describes the population of the city and its schools. A summary and evaluation report is provided for each of the ECIA Chapter 1 programs conducted. They provide a program description and evaluation, as well as information about the number of participants, attendance, personnel, and budget. The achievement of performance objectives in each program is expressed in normal curve equivalent (NCE) scores. The NCE score was developed for use in Chapter 1 evaluations nationwide. (DWH)

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ECIA CHAPTER 1 EVALUATION REPORT

PROGRAMS FOR EDUCATIONALLY

DEPRIVED CHILDREN

September, 1983 - July, 1984

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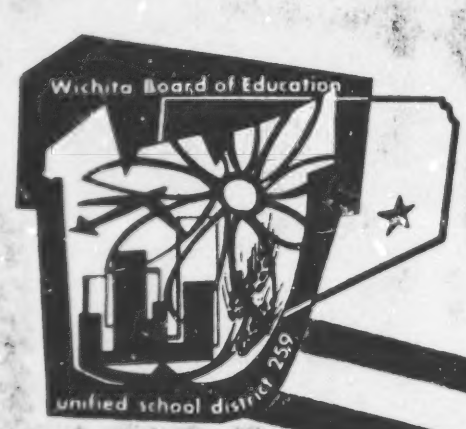

Wichita Public Schools
Wichita, Kansas

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WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Ronald G. McIntire, Superintendent

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ECIA CHAPTER 1 EVALUATION REPORT

PROGRAMS FOR EDUCATIONALLY DEPRIVED CHILDREN

September, 1983 - July, 1984

Project Number 415020
Chapter 1, as amended by P.L. 97-35

Submitted to the
Kansas State Department of Education
ECIA Chapter 1

Prepare by
W. E. Turner, Director
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Department of Program Evaluation

Division of Research, Planning, and Development Services
Dr. A. W. Dirks, Director
July, 1984

SUMMARY OF ECIA CHAPTER 1 EVALUATION REPORT, 1983-84

Title I began in Wichita in the spring of 1966, thus making this the eighteenth year of service for children with compensatory educational needs. In the early days of the Wichita program the scope was quite global and offered a wide range of experiences ranging from art and music to cultural enrichment, from reading and mathematics to counseling, health services and others. Nearly one-third of the school district's elementary schools were served in the formative years of Title I.

However, as experience in the delivery of compensatory services indicated and as the control of funds became more restrictive, the program was eventually restricted to the delivery of instruction in the basic skills areas of reading, mathematics, and prekindergarten development.

During the 1983-84 school year, Chapter 1 programs were conducted in 29 Chapter 1 target elementary schools. Major programs included were Corrective Reading, Mathematics, and Prekindergarten. There were also small programs for children in neglected and delinquent institutions. A reduced parent education component was continued.

Participation statistics show that 4784 pupils were involved in regular year programs. There were 2438 pupils in corrective reading with 2844 in mathematics. About 1000 pupils participated in both reading and math.

The major performance objective for reading was that pupils should achieve a positive 4.0 NCE* gain score from pretest to posttest. For the 1531 pupils with data, the average NCE* gain was 2.4. Fifty-eight percent of the pupils made zero or greater NCE gains.

The performance objective in mathematics was that pupils should achieve a positive NCE* gain between pretest and posttest. For the 1157 pupils with data, sixty-six percent made zero or greater gains with the average gain being 6.3.

Because of high mobility rates in the institutional programs it is difficult to assess progress. For those pupils who were in the program for an extended time, there were measurable gains.

Pupils in the prekindergarten program were given a range of activities to aid language readiness skills, development of positive self-concept, and physical coordination. Measurement was by the Cooperative Preschool Inventory. Seventy-six percent of the three-year-olds gained 10 or more NCE's* from pretest to posttest. Eighty-one percent of the four-year-olds gained 5 or more NCE's*. The objective for both groups was 80 percent.

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*The normal curve equivalent (NCE) is an equal interval scale ranging from 1-99, with a mean of 50. It was developed for use in Chapter 1 evaluations nationwide.

WICHITA PUBLIC SCHOOLS
Unified School District 259
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Wichita, Kansas

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GENERAL CONTEXT

Wichita, the largest city in the state of Kansas, has a population of approximately 279,835 people. Located in the south-central portion of the state, the city is surrounded by highly productive agricultural lands with wheat being the leading farm product. Wichita is also known as the Air-Capital of the world. The aircraft manufacturing industry is represented by Beech, Boeing, Cessna, and Gates Lear Jet. Oil explorations and refinery operations are important segments of a broadly based economy. In June 1984, with the Wichita Standard Metropolitan Statistical Area (SMSA), from a 222,990 person total labor force, 213,400 were employed and 9,590 unemployed. This unemployment rate is about 4.3%. This compares with 6.8% last year and 8.1% the year before.

On September 15, 1983 there were 44,512 children enrolled in the public school system of Wichita. These were distributed as follows: senior high - 9,652; junior high - 10,230; elementary - 24,030; special - 536; and "other"- 64. Racial composition of the school population was: White - 70%; Black - 19%; Asian-American - 5%; Hispanic - 5%; and American Indian - 1%. Budgeted school general fund personnel for fiscal 1984 included 2,320 certificated and 1,123 classified positions.

The assessed valuation of property in the school district was approximately $974,604,480. The Wichita Public Schools general fund budget for fiscal 1984 was $103,687,100. In fiscal 1984 the per pupil cost of education in terms of average daily attendance was $2,581.

An integration plan which involves large scale bussing of pupils has been in effect since the fall of 1971. Under this plan no school is allowed to have more than 25% or fewer than 8% of its pupils from the black population. The Wichita School District was among the first of the fully desegregated large schools systems in the nation. Commencing in the late sixties all secondary schools were completely desegregated. During the 1971-72 school year all the elementary schools were desegregated based upon a local Board of Education lottery plan which replaced with white children those black children who were bussed from schools which had previously been all black.

02.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
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A REPORT OF THE

CORRECTIVE READING PROGRAM

1983-84

Funded by ECIA PL 97-35
Chapter 1
Project 415020

Prepared by
W. E. Turner, Director
Department of Program Evaluation

Division of Research, Planning, and Development Services
Dr. A. W. Dirks, Director
July, 1984

02.01

CHAPTER 1 ELEMENTARY READING

1983-84

PROGRAM SUMMARY

PARTICIPATION	2433	Pupils, grades 1-8
ATTENDANCE	133	Average days per pupil
PERSONNEL	25.3	Special Reading Teachers
	1.3	Reading Specialists
	14	Instructional Paraprofessionals
	1.0	Secretary
BUDGET	$ 859,496	Budget Funds
	$ 353	Approximate cost per pupil

PROGRAM DESCRIPTION: The Chapter 1 reading program consists of six phases: Identification, Screening, Diagnosis, Scheduling, Instruction, and Evaluation. Pupils identified as deficient in reading skills receive small group reading instruction. Group of 3-11 pupils attend 30-45 minutes for 2-5 days per week according to their degree of need.

EVALUATION: The performance objective was that pupils would make a mean gain of 4.0 NCE points as measured by the Iowa Test of Basic Skills.

GRADE	N	NCE GAIN
2	473	1.2
3	374	4.2
4	276	1.1
5	217	2.5
6	191	3.4
TOTALS	1531	2.4

According to these results the objective for NCEs was met by grade two. The total gain was 2.4 NCEs. This is the second year that results have been based on spring to spring testing rather than fall to spring. The gain of 2.4 matches the results of a national study of reading distributed last year.

CORRECTIVE READING PROGRAM 1983-84
ACTIVITY CONTEXT

The 1983-84 Chapter 1 Corrective Reading Program served pupil participants in 29 public and five nonpublic elementary schools. Approximately 2,433 pupils participated an average of 133 days at a budgeted cost of approximately $859,496. Based on the total unduplicated count of 2,433 participants, the budgeted cost of the program was about $353 per pupil. Grades two and three accounted for almost half of the total corrective reading enrollment. Nonpublic participation extended through grade eight. The direct instructional staff consisted of 25.3 FTE Special Reading Teachers and 14 Reading Instructional Paraprofessionals.

Evaluation results were based on the Iowa Test of Basic Skills. The test is administered each spring by the Department of Guidance and Pupil Evaluation.

Pupils' total NCE was an average of 2.4 NCE points. Forty three percent of all participants met or exceeded the NCE objective.

PROGRAM DESCRIPTION

Scope and Procedures

Target schools are initially identified through a low income survey. Once a school has been identified as a target school, individual pupils eligible for participation in corrective reading are determined on the basis of their Iowa Test of Basic Skills scores in Vocabulary and Comprehension. In the absence of available standardized test scores, a pupil may be declared eligible by a low score on an individually administered California Achievement Test, or by a low score on a diagnostic instrument such as the Sucher-Allred or by teacher judgment based on the pupil's past performance. After needs assessment lists have been developed, teacher case loads are filled by selecting pupils with the greatest needs.

In October when Chapter 1 participation data has been entered in the computer an audit is run against the Iowa Test of Basic Skills historical tape. Any pupil participating in Chapter 1 reading and having ITBS scores above the 49th percentile is flagged for verification. These pupils must then have further evidence that the compensatory program is necessary. This procedure allows a pupil who has scored very high on the ITBS for some unknown reason other than achievement to remain in the program and receive instruction.

The corrective reading program was conducted in 29 public elementary schools, grades one through six, and in five nonpublic elementary schools grades one through eight.

Participation data for the corrective reading program are shown in Table 02.1. Data are broken down by sex, public or nonpublic, race, and grade. Also

shown are the average number of days enrolled, full time equivalent (FTE) enrollment as well as total head counts. Characteristically, the larger enrollments occur at the earlier grade levels starting with second grade. First graders generally do not enter the program until second semester. Compared with participation data of the previous project year, 1983-84, there was a slight decrease in overall participation; a slightly higher percentage of boys were participants, and there was a small increase in the numbers of White and Hispanic pupils coupled with a decrease among Asian and Indian pupils while the Black group decreased. During 1983-84 there was a slight increase in the average days enrolled in the program from 127 to 133.

TABLE 02.1

CHAPTER 1 CORRECTIVE READING PARTICIPATION
1983-84

Grade	SEX M	SEX F	Public	Non Public	White/ Other	Asian	Black	His- panic	Ind./ Amer.	Mean Days Enrolled	FTE	Totals	Percent- age
1	95	71	151	15	96	6	45	15	4	74.6	68.8	166	7
2	356	310	649	17	365	58	159	79	5	130.3	482.1	666	27
3	308	231	527	12	281	65	122	61	10	135.2	404.8	539	22
4	241	173	404	10	196	62	108	43	5	137.4	316.0	414	17
5	185	171	343	13	162	61	86	41	6	154.9	306.4	356	15
6	143	139	275	7	136	45	78	18	5	138.2	216.5	282	12
7	4	1	2	3	3	2	0	0	0	153.7	4.3	5	<1
8	5	0	0	5	4	1	0	0	0	152.2	4.2	5	<1
Total Num- bers	1337	1096	2351	82	1243	300	598	257	35	133.4	1803.1	2433	
Per- cent	55%	45%	97%	3%	51%	12%	25%	11%	1%				

[1]Full Time Equivalent-Adjusted for time in program

02.04

Personnel

The staff of the reading program consisted of the following:

23.7	Special Reading Teachers for public schools
1.6	Special Reading Teachers for nonpublic schools
1.3	Reading Specialists for monitoring
14.0	Reading Instructional Paraprofessionals
1.0	Secretary

In the Chapter 1 schools there were another 4.5 Special Reading Teachers assigned to meet the requirements of comparability. These positions were locally funded.

The Director of Reading provides direction and coordination for reading at all grade levels and in all schools, whether or not federal programs are located within the school.

Procedure

The Chapter 1 corrective Reading program includes six phases:[1]

*IDENTIFICATION:	The Classroom teacher makes referrals on the basis of educational need as evidenced by test scores or observation.
*SCREENING:	The Special Reading Teacher, along with the Nurse, Speech Therapist, and other support personnel, conducts individual and group tests.
*DIAGNOSIS:	The education team analyzes the special needs of the individual student.
*SCHEDULING:	Groups of 3-11 pupils attend for 30-45 minutes 2-5 days a week according to the severity of their handicap: Mild Corrective, Corrective, or Severe Corrective.
*INSTRUCTION:	Individual prescriptions are prepared based on skill weaknesses identified during diagnosis.
*EVALUATION:	Students are phased into the program as needs arise and out as goals are met, through an ongoing process of evaluation utilizing formal instruments such as the Iowa Test of Basic Skills and informal ones such Sucher-Allred Inventory.

[1]Pamphlet - "TOCR - Title One Corrective Reading in Wichita", 1978.

Budget

A. Salaries			$822,380
Special Reading Teachers	$655,504		
Substitute pay	12,325		
Paraprofessional Aides	136,972		
Clerical	13,035		
Stipends	3,994		
Parent Inservice	550		
Subtotal	$822,380		
B. Contracted Maintenance and Repair of Equipment	$ 200		$ 200
C. Other Expenses			$ 36,916
Staff Inservice	$ 5,020		
Travel	2,203		
Printing	675		
Supplies	10,000		
Supplemental Books	1,000		
Additional Equipment	9,418		
Replacement Equipment	1,200		
Kits, additional	7,500		
Subtotal	$ 36,916		
Total			$ 859,496

Considering a total unduplicated count of 2433 for corrective reading instruction, the per pupil expenditure for reading services was $35[illegible]. This compares favorably with the guidelines that at least $300 per pupil expenditures is necessary in order to achieve a satisfactory level of concentration of service.

EVALUATION

OBJECTIVE #1: By the end of the year, Chapter 1 reading students (second through eighth grade) will make a mean gain of 4.0 NCEs as measured by a total reading score on the Iowa Test of Basic Skills.

EVALUATION: Iowa Tests of Basic Skills were administered to pupils in grades one through six on April 5 - 13, 1983 and again on April 4 - 18, 1984. The tests were given under the direction of the Department of Guidance and Pupil Evaluation. Testing was done in classrooms and administered by classroom teachers. All tests were given on-level.

Tests for grades one and two are hand scored with the raw score conversions for teacher and parent use being generated by the school system's Data Processing Center. All other grade level materials (3-6) are machine scored and processed.

Data for Chapter 1 participants are obtained from magnetic tapes in the Data Center tape library.

Pupils in non-public schools are given the California Achievement Test Reading battery during the first week of October and the first week of May. These tests are hand scored with the resultant data being entered into the computer for further analysis.

Tables 02.2 and 02.3 show summary results for the 1983-84 reading program.

Normal Curve Equivalent (NCE) gains ranged from 1.1 for fourth grade to 4.2 for grade three. The California Achievement Test was given in the non-public schools. There, the gains ranged from (3.5) in grade five to 7.4 for grade three. By definition, pupils who receive no compensatory treatment should, through normal growth rates, achieve a zero NCE gain. With compensatory treatment, gains greater than zero are attributable to the special program.

TABLE 02.2

COMPARISON OF PRETEST AND POSTTEST NORMAL CURVE EQUIVALENTS
IOWA TEST OF BASIC SKILLS
CHAPTER 1 CORRECTIVE READING

GRADE	1982-1983				1983-1984			
	N	PRE	POST	GAIN	N	PRE	POST	GAIN
1					24	27.8	44.8	17.0
2	21	24.1	36.1	12.0	473	36.0	37.2	1.2
3	289	35.7	35.9	.2	374	32.6	36.8	4.2
4	262	34.1	34.7	.6	276	34.9	36.0	1.1
5	279	32.4	35.0	2.6	217	31.0	33.5	2.5
6.	224	31.8	35.9	4.1	191	31.0	34.4	3.4
TOTALS	1075	33.4	35.4	2.0	1531*	33.6*	36.0*	2.4*

*Does not include grade 1

02.08

TABLE 02.3

NON-PUBLIC
COMPARISON OF PRETEST AND POSTESTS NCEs
CHAPTER 1 CORRECTIVE READING 83-84
CALIFORNIA ACHIEVEMENT TESTS*

Grades 2-8

Grade	N	Mean Normal Curve Equivalent Pretest	Posttest	Gain (Loss)
2	12	44.4	45.1	.7
3	9	43.7	51.1	7.4
4	*	*	*	*
5	9	48.4	44.9	(3.5)
6	5	49.6	51.8	2.2
7	6	44.2	51.3	7.1
8	5	52.0	50.0	(2.0)
TOTALS	46	46.4	48.3	1.9

*Fewer than 5 pupils with pre & post scores

Evaluation - Continued

The larger the NCE gain, the larger the treatment effect, Table 02.4 shows a frequency distribution of NCE gains earned by individual pupils.

Results for 1983-84 are improved over last year, 1982-83. The overall gain went from 2.0 NCE to 2.4 NCE. Fifty-eight percent of the pupils made a zero or better NCE gain while forty three percent of the participants met or exceeded the objective of a 4.0 NCE gain.

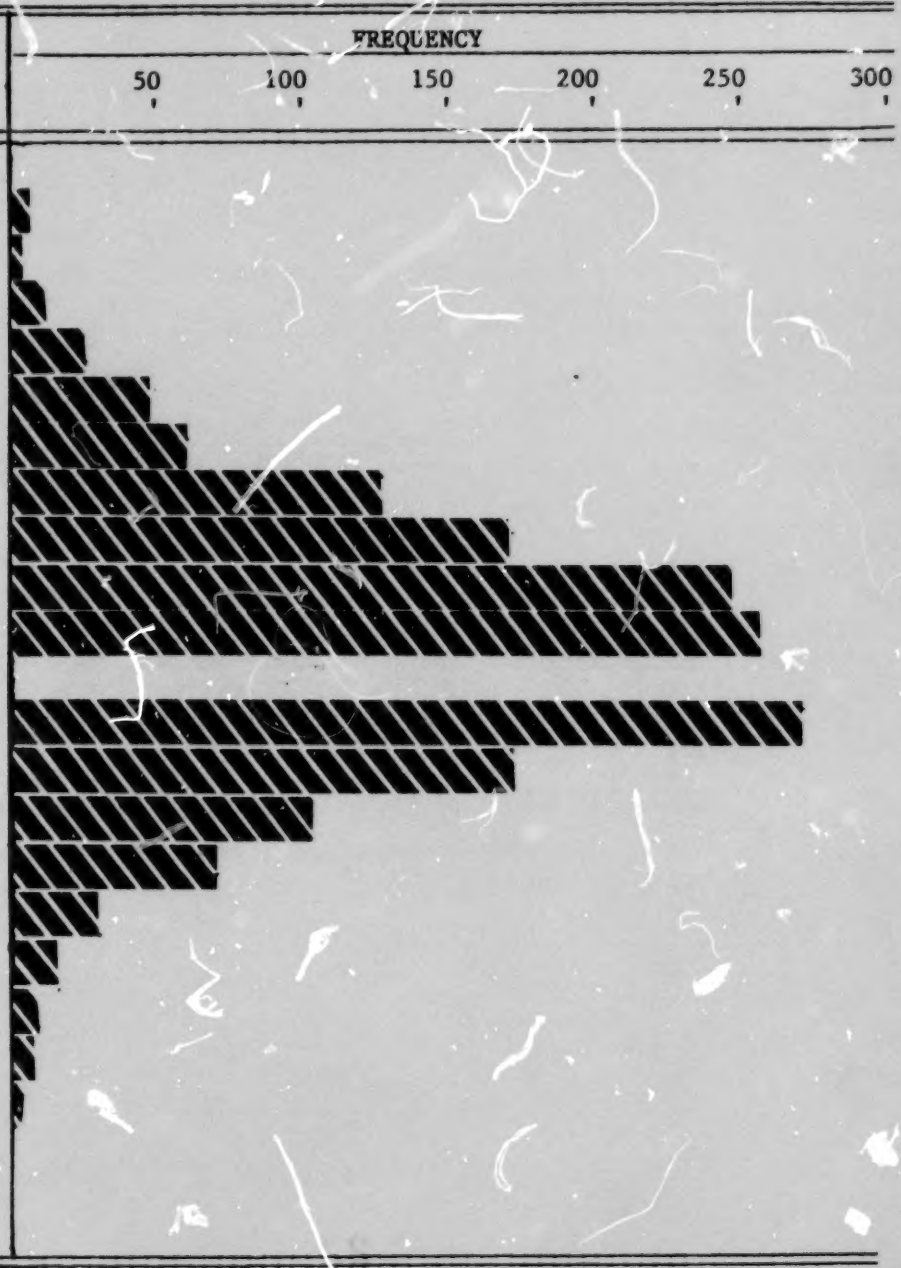
OBJECTIVE #2 Corrective reading pupils will increase their instructional reading grade level at least one month per month of instruction as measured by an informal reading inventory and/or teacher judgment.

EVALUATION: Corrective reading teachers provided information for the evaluation of this objective by rating each pupil pretest and posttest on the pupil's estimated instructional reading grade level. These data are shown in Table 02.5. For 2026 pupils rated, the mean G.E. gain was 1.0. For a nine month interval this gain is quite favorable. While the first grade made a gain of .6 G.E., the pupils generally were only in the program for the second semester, therefore the G.E. gain is better than one months gain per month of instruction. Distributions of the gains are shown in Table 02.6. The modal interval was 1.0 to 1.4 months gain with 33.8 percent of the pupils failing in this category.

TABLE 02.4

FREQUENCY DISTRIBUTION OF NCE GAINS
CHAPTER 1 READING 83-84
IOWA TEST OF BASIC SKILLS

	NCE GAIN	NUMBER
POSITIVE	45-49	5
	40-44	3
	35-39	10
	30-34	24
	25-29	46
	20-24	58
	15-19	124
	10-14	169
	5- 9	246
	0- 4	255
NEGATIVE	1- 5	269
	6-10	170
	11-15	101
	16-20	70
	21-25	29
	26-30	16
	31-35	7
	36-40	6
	41-45	1
	46-50	0
	50-& below	0
	TOTAL	1609



The average NCE gain is 2.4
Fifty-eight percent of the participants made zero or greater NCE gains

TABLE 02.5

COMPARISON OF PRETEST AND POSTTEST GEs
BASIC ON INFORMAL READING MEASUREMENTS
CHAPTER 1 CORRECTIVE READING 83-84

GRADE	N	PRE GE	POSTTEST GE	GAIN
1	130	.8	1.4	.6
2	545	1.2	2.1	.9
3	464	1.8	2.9	1.1
4	353	2.5	3.6	1.1
5	283	3.1	4.3	1.2
6	241	4.1	5.3	1.2
7	4	4.7	6.1	1.4
8	6	5.6	7.1	1.5
TOTAL	2026	2.2	3.2	1.0

TABLE 02.6

FREQUENCY DISTRIBUTION OF INSTRUCTIONAL READING GRADE LEVEL
GRADE EQUIVALENTS
BASED ON INFORMAL MEASUREMENTS
CHAPTER 1 CORRECTIVE READING 83-84

GRADE	NUMBER PUPILS*	Gains in Grade Equivalents					
		LOSS or GAIN	.1 to .4	.5 to .9	1.0 to 1.4	1.5 to 1.9	2.0+
1	130	4	52	46	24	4	-
2	545	3	61	224	153	63	41
3	464	9	42	147	158	70	38
4	353	6	11	93	146	60	37
5	283	8	7	62	108	68	30
6	241	5	6	39	93	46	52
7	4				1	1	2
8	6				1	2	3
TOTAL	2026	35	179	611	684	314	203
Percent**		1.7	8.8	30.2	33.8	15.5	10.0

* Includes ---non public pupils
** Does not equal 100% because of rounding

COMMENTS AND RECOMMENDATIONS

The 1983-84 school year completed 18 years of service in corrective reading for disadvantaged children. During the 1983-84 school year, Chapter 1 Corrective Reading was conducted in 34 public and non-public elementary school sites.

With the shift two years ago from an evaluation design which used the California Reading Tests on a fall-to-spring basis to a design which uses the Iowa Test of Basic Skills on an annual basis there came an expected drop in the reported NCE gain scores. Recent literature which has been published indicates that data reported from a fall-to-spring testing cycle is inflated giving a sense of complacency regarding the success of a program. It has been written that spring-to-spring evaluation designs give a truer, more accurate picture of actual progress.

Planners at the state level have expressed concern over the numbers of pupils reported with data showing negative gains, that is, the pretest was higher than the posttest.

Wichita, because of its large numbers of pupils in the Chapter 1 program is a significant contributor to this phenomenon. The local project staff needs to be very careful that the cut points for admission into the Chapter 1 reading project are closely adhered to. They should make a concerted effort to study last year's data as it relates to pupils with negative gains to see if there is any indication why some pupils are getting negative gains. A reversal of this trend could have a significant positive impact on the overall gains scores.

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Ronald G. McIntire

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A REPORT OF THE ELEMENTARY MATHEMATICS PROGRAM 1983-1984

Funded by ECIA PL 97-35
Chapter 1
Project 415020

Prepared by
Gerald Riley, Research Coordinator
Department of Program Evaluation

Division of Research, Planning, and Development Services
Dr. A. W. Dirks, Director
July, 1984

CHAPTER 1 ELEMENTARY MATHEMATICS
1983-84

SUMMARY

PARTICIPATION	2840	LAB Pupils, grades K-8
PERSONNEL (FTE)	5.5	Mathematics Instructional Specialists
	.4	Special Math Teacher
	2.0	Coordinator and Ass't Coord. of MIPs
	32.1	Mathematics Instructional Paraprofessionals
	1.6	Secretaries
BUDGET	$ 581,453	Budgeted Funds
	$ 205	Approximate cost per pupil

PROGRAM DESCRIPTION

Pupils who need extra math instruction are scheduled into the math lab for 30 minute sessions (20 minutes for kindergarten) twice weekly. In the lab, paraprofessionals follow the teacher's instructional plan for each pupil through semi-individualized skills reinforcement games and activities designed to capture the pupil's interest. The usual lab group is four pupils.

EVALUATION

OBJECTIVE

Kindergarten and First Grade

Eighty percent of the kindergarten and first grade pupils will score 48 of a possible 60 points on the posttest or make a gain of at least 15 points from pretest to posttest.

RESULTS:

Ninety-two percent (92%) of the kindergarten pupils achieved the objective.

Ninety-nine percent (99%) of the first grade students achieved the objective.

OBJECTIVE:

Grades Two through Six

The mean NCE gain (pretest-posttest) for each grade on the Iowa Tests of Basic Skills, computation subtest, will be greater than zero.

*The Normal Curve Equivalent (NCE) a standard score ranging from 1 to 99, with a mean of 50 and a standard deviation of 21.06. It was developed for use in Chapter 1 evaluations nationwide.

EVALUATION (Continued)

The NCE gains for each grade were:

Grade	N	NCE Gain
2	337	9.1
3	229	1.4
4	214	3.2
5	209	7.0
6	168	10.5

The average NCE gain for the five grades was 6.3

The objective of a mean NCE gain greater than zero was achieved by all grades.

The grade equivalent gains for grades two through six were:

Grade	N	G.E.
2	337	1.2
3	229	1.0
4	214	1.0
5	209	1.3
6	168	1.5

The average grade equivalent gain for grades two through six was 1.2

Program planning and curriculum development for the mathematics program began in 1970. The Title I Mathematics Program was implemented in the fall of 1971 after a one and one-half year developmental phase. It was initiated on a pilot basis in one school. At that time, the program was designed for primary pupils only. During the 1974-75 school year, the program was expanded to include intermediate level pupils.

PROGRAM DESCRIPTION

Scope

Pupils from 29 Wichita public and 4 private elementary school participated in the math lab program. The pupils with the most educational need in mathematics skills development were selected to participate. The participants ranged from kindergarten through the eighth grade.

Personnel

The Chapter 1 funded Elementary Mathematics Program staff of 1983-84 consisted of a coordinator of mathematics, six math instructional specialists (MIS), a coordinator of instructional paraprofessionals, and assistant coordinator, and two secretaries. Classroom teachers form an integral part of the Chapter 1 Elementary Mathematics Program, but are funded from local sources. The Wichita Public Schools Coordinator of Mathematics serves as the program director, and is also funded locally.

Job Descriptions

The Classroom Teacher:

Teaches mathematics to Chapter 1 pupils in the classroom.
Identifies those pupils needing additional math concept reinforcement in the lab.
On a weekly basis, informs the MIP in writing of the concepts to be reinforced with each lab group.
Participates in the program inservice training.

The Math Instructional Specialist (MIS):

Is a certificated teacher.
Assists the classroom teacher in developing plans for program implementation.
Assists in the program dissemination to school personnel and parents.

The Math Instructional Paraprofessional (MIP):

Administers written and oral tests.
Constructs visual aids and instructional games.
Works with pupils in the lab as directed by the teacher.
Conducts math lab tours for teachers and parents.
Sends parent communication forms.

The Math Instructional Paraprofessional (MIP):

Administers written and oral tests.
Constructs visual aids and instructional games.
Works with pupils in the lab as directed by the teacher.
Conducts math lab tours for teachers and parents.
Sends parent communication forms..

The Coordinator of Paraprofessionals:

Supervises the paraprofessionals.
Directs the paraprofessional inservice traning.

Inservice Activities and Program Dissemination

Inservice workshops and training sessions are an essential part of the mathematics program. In addition to the staff support provided by the specialists, several workshops are held throughout the year for teachers and paraprofessionals. Specialists also present the program to educators throughout the state and at regional and national meetings.

In addition to numerous presentations, Chapter 1 math specialists and paraprofessionals plan and conduct a "Math Fair" each fall. The 1983-84 Fair theme was CARE - "Children Are Really Everything." Five hundred fifteen participants and presenters from Wichita and surrounding towns attended the fair.

A very important channel for disseminating program information is the math newsletter, Math Exchange. Published five times a year, the newsletter provides teachers with program news and new ideas for teaching math concepts.

Pupil Selection

Once Chapter 1 schools are identified, participants must be selected on the basis of educational need. Test scores from the district wide testing program are used in the needs assessment process. Those pupils without scores are rated by the classroom teacher according to a standard rating scale and/or are given the California Achievement Tests. Pupils scoring below designated cut-points are eligible for Chapter 1 services.

The pupils are ranked according to test scores. The pupils with the lowest scores are scheduled into the lab first. Those eligible pupils who cannot be scheduled are placed on a waiting list until space is available.

Procedures

Each mathematics instructional paraprofessional is assigned to an elementary school. In each school a math lab provides a place for supplementary math instructions and for the instructional materials. Most of the paraprofessionals' time is spent working with pupils in the math labs.

Students identified on the basis of achievement test results and/or teacher recommendation as needing additional mathematics help are scheduled into the mathematics laboratory program. The laboratory experience is in addition to regular classroom math instruction.

Lab participants attend the lab twice a week. Kindergarten pupils attend 20 minute sessions. Other pupils attend 30 minute sessions. A full caseload for each paraprofessional is considered to be 72 pupils. The pupil to paraprofessional ratio in the lab is usually four to one.

The Math Instructional Specialists (MIS) are based at the Murdock Teacher Center. The MIS visit the math labs and classrooms regularly and as requested. They suggest instructional strategies and provide inservice support to the paraprofessionals and classroom teachers.

Instructional Equipment and Supplies

In 1971, the Wichita Public Schools Division of Curriculum Services published a program of mathematics for the elementary grades. This program was revised in 1971 and again in 1975. The booklet of activities is called "M4" which stands for Math, Methods, Materials and Magination. The book contains teaching strategies for each mathematical concept. The program also provided interest center activities, instructional games, worksheets, and a measurement instrument for each concept.

Many of the instructional materials used in the programs are made by the teachers and the paraprofessionals. High interest games are used to reinforce mathematics concepts. Hundreds of activities have been developed locally.

Computers were used extensively in the labs to reinforce math skills. Eighteen Chapter 1 schools had at least one computer in their math labs. It is expected that next year all Chapter 1 math labs will have at least one computer.

Parent Involvement

The staff urges members of the schools' communities to take an active interest in the Chapter 1 mathematics program. A new approach to helping parents work with their children on math skills was initiated in Chapter 1 schools during the 1980-81 school year. A parent resource center was opened, and is available to Chapter 1 parents three days a week. Prior to the opening of the resource center, specialists, paraprofessionals, and parent involvement workers held large math workshops at each Chapter 1 school for all parents.

Parent involvement workers now conduct mini workshops for parents. Mini workshops are planned for one to six parents and focus on specific needs of the student.

The Chapter 1 staff also seeks parent involvement in program development, monitoring, evaluation, and dissemination. The math task force was initiated eight years ago to encourage additional parent input in program planning. All other parents and staff were encouraged and welcome to attend the meetings. The task force met three times during the year.

The parent math book, Rx for Home Remedies or Everything You Wanted to Know About Teaching Math at Home But Were Afraid to Ask, developed by task force members, was available to parents again this year.

School-Home Communication

Six years ago task force members developed and refined communication forms to be sent to parents of pupils in the Title I programs. The two forms developed are used now by a majority of the MIPs and have proved to be an effective form of communication. The Participation Form notifies the parents that their child is eligible for the math program. The Math-O-Gram, completed by the math instructional paraprofessional each quarter, informs the parents of their child's progress and the skills that need strengthening.

BUDGET

A.	SALARIES	$501,607
	Includes isntructional Specialists, paraprofessionals, clerical personnel, substitutes, and stipends for inservice training.	
B.	CONTRACTED SERVICES	3,180
	Includes equipment maintenance and repair, and telephone costs	
C.	OTHER EXPENSES	76,666
	Travel-in-district, conferences out of district. Printing and dissemination of instructional materials Supplies Additional equipment	
	Total	$ 581,453

Based on the total unduplicated count of 2840 participants the budgeted cost of the program was $205 per pupil. This was a three percent increase over last year's per pupil cost. These figures are based on budgeted amounts. Actual expenditure were not available at the time this report was prepared.

EVALUATION

Pupil Participation

A total of 2840 pupils participated in the Chapter 1 math program. Table 03.1 describes the participants by race and grade.

TABLE 03.1
MATH LAB
PUPILS BY RACE AND GRADE
CHAPTER 1 ELEMENTARY MATHEMATICS
1983-84

Race / Grade	K	1	2	3	4	5	6	7	8	Totals	Percent
White and Other	331	362	248	200	154	173	136	3	1	1608	57%
Asian	28	24	20	14	17	18	20	1	0	142	5%
Black	139	158	127	93	85	82	65	1	0	750	26%
Hispanic	66	61	54	33	28	35	15	0	0	292	10%
Indian	5	14	4	1	9	8	7	0	0	48	2%
Totals	569	619	453	341	293	316	243	5	1	2840	
Percentage	20%	22%	16%	12%	10%	11%	9%	<1%	<1%		

Performance Objectives and Results

Kindergarten

Eighty percent of the pupils with pretest and posttest scores on the locally developed kindergarten test will score 48 or more of a possible 60 points on the posttest or will make a raw score gain of at least 15 points.

Results:

443 kindergarten pupils took both pretest and posttest

406 made a score of 48 or more points or made a raw score gain of at least 15 points.

92% achieved the objective.

First Grade

Eighty percent of the pupil with pretest and posttest scores on the locally developed first grade test will score 48 or more of a possible 60 points or make a raw score gain of at least 15 points.

Results:

391 first grade pupils took both pretest and posttest.

388 made a score of 48 or above or made a raw score gain of at least 15 points.

99% achieved the objective.

Second through Sixth Grade

The mean NCE Gain (pretest-posttest) for each grade on the Iowa Tests of Basic Skills, computation subtest, will be greater than zero.

Results:

Each grade had a mean gain greater than zero. The mean gain for all grades was 6.3.

The NCE gains for each grade are given in table 03.2.

Although not a part of the performance objectives, the grade equivalent gains for grades two through six are given in Table 03.3.

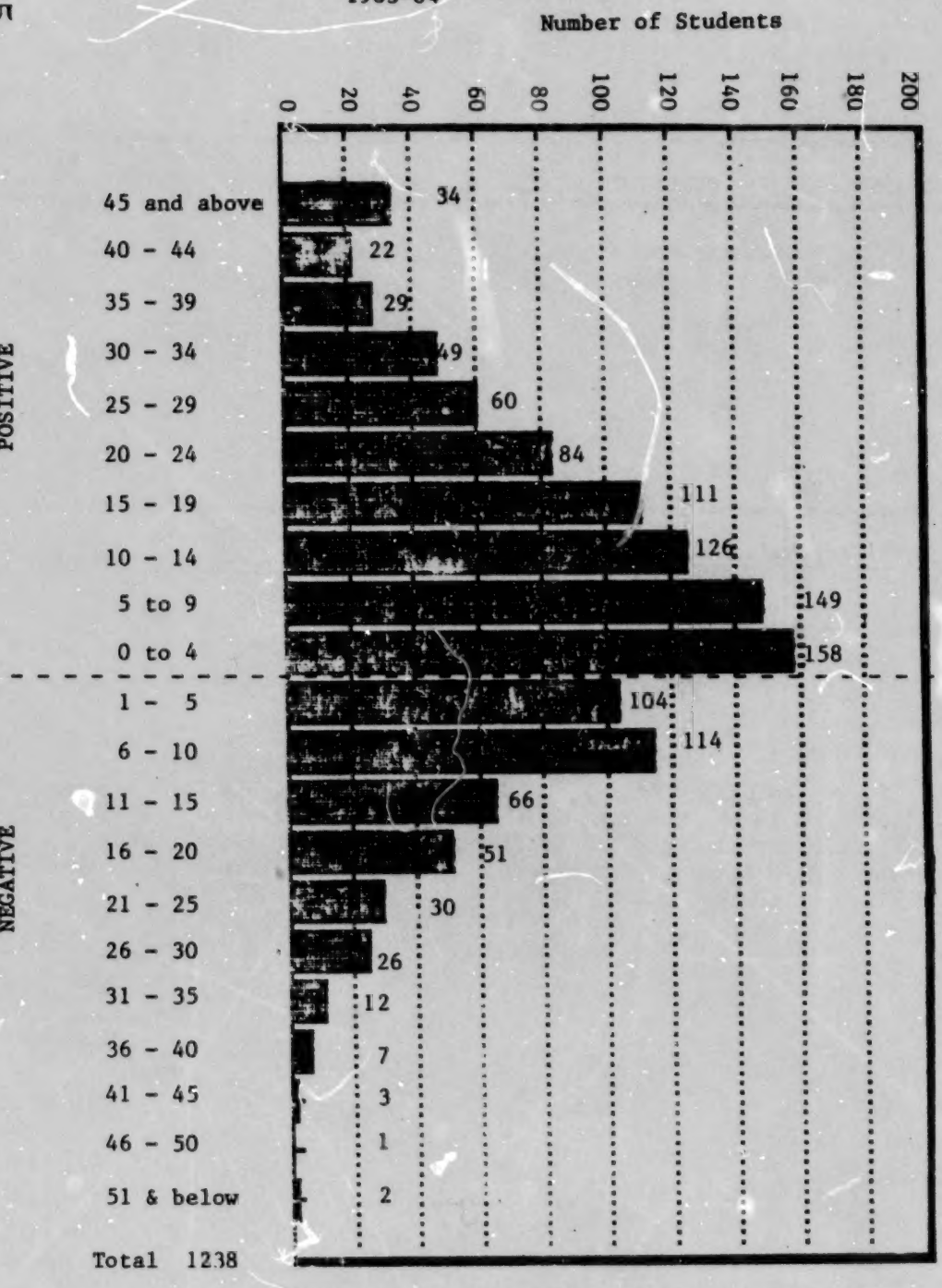
TABLE 03.2
CHAPTER 1 MATHEMATICS LAB (PUBLIC)
NORMAL CURVE EQUIVALENT GAINS BY GRADES
*IOWA TESTS OF BASIC SKILLS (ITBS), COMPUTATION SUBTEST
1983-84

GRADE	NUMBER OF PUPILS	PRETEST - NCE	POSTTEST - NCE	NCE GAIN
2	337	33.3	42.4	9.1
3	229	35.2	36.6	1.4
4	214	31.8	35.0	3.2
5	209	32.6	39.6	7.0
6	168	34.4	44.9	10.5
Total NCE Average	1157	33.4	39.7	6.3

*The ITBS scores are from the results of the district-wide basic testing program. The pretest was given in April 1983 and the posttest was given in April 1984.

Figure 3.1 shows the number of pupils who scored in intervals of five NCE for both positive and negative NCE gains. Example: 158 pupils made 0 to +4 NCE gains.

FIGURE 03.1
FREQUENCY DISTRIBUTION OF NCE GAINS
IOWA TESTS OF BASIC SKILLS, COMPUTATION SUBTEST
CHAPTER 1 MATHEMATICS LAB
1983-84



66% of the participants made 0 or greater NCE gains.

TABLE 03.3
GRADE EQUIVALENT (G.E.) GAINS BY GRADE
IOWA TESTS OF BASIC SKILLS, COMPUTATION SUBTEST
CHAPTER 1 MATHEMATICS LAB (PUBLIC)

GRADE	NUMBER OF PUPILS	PRETEST - G.E.	POSTTEST - G.E.	G.E. GAIN
2	337	1.4	2.6	1.2
3	229	2.4	3.4	1.0
4	214	3.2	4.2	1.0
5	209	4.0	5.3	1.3
6	168	5.0	6.5	1.5
Total Average	1157	2.9	4.1	1.2

Four parochial schools, St. Jude, Holy Savior, St. Joseph, and St. Patrick participated in the Chapter 1 Math program. They are included in all participation data previously listed. The California Achievement Test is given in October as a pretest and in April as a posttest. Results of this testing in these private schools are given in table 03.4

TABLE 03.4
CHAPTER 1 MATHEMATICS LAB (NON-PUBLIC)
NORMAL CURVE EQUIVALENT GAINS
CALIFORNIA ACHIEVEMENT TEST, COMPUTATION SUBTEST
OCTOBER 1983 - APRIL 1984

GRADE	NUMBER OF PUPILS	PRETEST-NCE	POSTTEST-NCE	NCE GAIN
1	19	67.1	67.6	0.5
2	14	53.1	57.1	4.0
3	9	52.2	61.4	9.2
4	12	47.9	51.3	3.4
5	9	43.9	54.4	10.5
6	3	49.7	58.0	8.3
7	3	47.3	49.7	2.4
8	1	38.0	58.0	20.0
TOTAL N	70	54.1	58.9	Ave. 4.8

Evaluation information suggests few changes for the Elementary Mathematics program. The Chapter 1 Elementary Mathematics Program is a well planned, continually monitored, effective program. The program has been in effect for thirteen years and has been refined each year. Achievement data are evidence that the program is having a positive effect on participants' basic math skills.

04.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Ronald G. McIntire

The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education and no official endorsement by the U. S. Department of Education should be inferred.

A REPORT OF THE

BASIC SKILLS TUTORING PROGRAM

1983-84

Funded by ECIA PL 97-35
CHAPTER 1
Project 415020

Prepared by
Gerald R. Riley, Research Coordinator
Department of Program Evaluation

Division of Research, Planning, and Development Services
Dr. A. W. Dirks, Director
July, 1984

BASIC SKILLS TUTORING PROGRAM
1983-84

SUMMARY

The Basic Skills Tutoring Program served pupils ages 5-18 who resided in institutions and social services homes in the Wichita area. Lake Afton Boys Ranch and Youth Residence Hall shared a 0.5 certificated reading teacher during regular school hours. Maude Carpenter Childrens Home employed their own tutor but received Chapter 1 funded supplies. At the other seven locations regular certificated teachers tutored on various part-time schedules, usually one or two evenings per week. Tutoring was in reading, mathematics, and regular school homework assignments.

Locations	*Average Number of Participants on four nine week Reporting Periods
Booth Memorial	28
Clifton Monica	8
Lake Afton Boys Ranch	12
Lincoln Monica	7
Maude Carpenter Childrens	16
Residential Home for Boys	11
United Methodist Youthville	8
Wichita Childrens Home	29
Wichita Youth Home	6
Youth Residence Hall	3
	128

Programs in many of the institutions have a high student turnover rate. At the end of the school year 131 were enrolled in reading and one hundred sixty-three others had been in reading sometime during the year, but were no longer enrolled. In math there were 113 enrolled at the end of school and 149 others were enrolled at some time during the year, but were no longer in the program.

Personnel:

9	Certificated teachers part-time evenings
0.5	Certificated teacher (Lake Afton and Youth Residence Hall)
.2	Instructional Specialist

Budget: $40,244 Cost per pupil $314

*These figures represent a close approximation of the number of pupils in the program at any one time.

EVALAUTION: Average hours of instruction per pupil

Reading	4.9
Math	2.9

A check list completed by the teacher was used to evaluate a participant in reading and/or mathematics. The check list included an estimate of the pupil's level at the beginning of the program and the progress made while the pupil was in the program.

Pupils were not evaluated on every skill listed, only those in which they are tutored.

As shown in tables 4.1 and 4.2, 37 percent of the ratings of progress in reading were in the "moderate" and "much" categories. Another 45 percent made "slight" progress.

In mathematics 34 percent of the skills ratings were in the "moderate" and "much" categories. Forty-eight percent of the ratings were in the "slight" category.

Most pupils in the program made some progress. Eighteen percent in reading and 17 percent in mathematics made no progress.

Because of the high mobility in these programs, a reasonable objective would be that most pupils would make some progress while in the program. This objective was achieved.

Part of the continuing strength of this program is the low turnover of program personnel. In their end-of-year summaries, many of the tutoring staff indicate much satisfaction from working in this basic skills tutoring program. Many have been tutoring in the same institution for several years. Excellent cooperation between instituion personnel, and Chapter 1 personnel, (teacher's and administrators) also is a large factor in the success of this program.

From all indications, the program is an asset to the institutions involved.

TABLE 4.1
READING SKILLS CHECK LISTS
PERCENTAGE OF PUPILS IN EACH EVALUATION CATEGORY
BASIC SKILLS TUTORING PROGRAM
1983-84

SKILLS	Ability at Beginning of Program			Progress made by the End of Participation				Number Pupils Evaluated*
	Below Normal	Normal	Above Normal	None	Slight	Moderate	Much	
Dictionary Skills	52%	43%	4%	16%	45%	36%	4%	134
Word Meaning	68%	28%	4%	15%	43%	36%	6%	181
Comprehension	62%	34%	5%	17%	45%	34%	5%	172
Sight Words	52%	42%	6%	16%	50%	30%	3%	202
Phonetic Analysis	59%	36%	4%	18%	49%	30%	3%	239
Structural Analysis	63%	36%	1%	17%	49%	30%	5%	216
Other	100%	-	-	39%	14%	26%	21%	57
ALL MATH SKILLS	62%	35%	4%	18%	45%	32%	5%	1201

*Pupils were not rated in all categories, only those in which they received instruction.

TABLE 4.2
MATHEMATICS SKILLS CHECK LIST
PERCENTAGE OF PUPILS IN EACH EVALUATION CATEGORY
BASIC SKILLS TUTORING PROGRAM
1983-84

Skill	Ability at Beginning of Program			Progress made by the End of Participation				Number of Pupils Evaluated*
	Below Normal	Normal	Above Normal	None	Slight	Moderate	Much	
Comprehension of Numeration System	49%	50%	1%	16%	51%	28%	4%	168
Basic Addition & Subtraction	69%	30%	1%	14%	47%	31%	8%	194
Multiplication & Division	82%	18%	-	14%	47%	32%	7%	199
Concepts & Operations with Fractions & Decimals	90%	10%	-	28%	49%	21%	3%	156
Measures & Calculations for Lengths, Areas, Volumes	88%	12%	-	21%	48%	29%	2%	52
Algebraic Concepts & Operations	91%	9%	-	15%	51%	32%	2%	47
Other	100%	-	-	-	100%	-	-	2
All Math Skills	75%	25%	<1%	17%	48%	29%	5%	822

*Pupils were not rated in all categories, only those in which they received instruction.

05.00

WICHITA PUBLIC SCHOOLS
Unified School District 259
Dr. Ronald G. McIntire

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A REPORT OF THE

PREKINDERGARTEN PROGRAM

1983-84

Funded by ECIA PL 97-35
CHAPTER 1
Project 415020

Prepared by
Gerald R. Riley, Research Coordinator
Department of Program Evaluation

Division of Research, Planning, and Development Services
Dr. A. W. Dirks, Director
July 1984

CHAPTER 1 PREKINDERGARTEN
1983-84

The Chapter 1 prekindergarten program was designed to meet needs of developmentally delayed children from Chapter 1 target areas. The program for three-year-olds is a parent-child program. Parent activities are scheduled periodically. Parents of both threes and fours are encouraged to become active as educators of their own children. The prekindergarten centers were: Colvin, Dodge, Kistler, Little, and Stanley.

Participants Total participation during the year:

Three-Year-Olds	47
Four-Year-Olds	298
Total	345

Average number enrolled on the four nine week reporting dates:

Four-Year-Olds		Three-Year-Olds	
Colvin	38	Little	39
Dodge	37		
Kistler	37		
Little	121		
Stanley	38		
Total	271	Total	39

Personnel

Program Director	1.0	(Full time equivalent)
Teachers of four-year-olds	7.0	
Teachers of three-year-olds	1.5	
Resource Room teacher	0.5	
Social Workers	1.5	
Social Worker paraprofessional	1.0	
Psychologist	0.1	
Nurse	0.5	
Speech therapist	0.5	
Secretary	1.0	
Instructional paraprofessionals	9.4	
Custodian	0.5	

Budget $391,578

Cost per child approximately $1135

EVALUATION

OBJECTIVE: Eighty percent of threes will gain 10 or more NCE from pretest to posttest on the Cooperative Preschool Inventory.

RESULTS: Seventy-six percent gained 10 or more NCE's.

OBJECTIVE: Eighty percent of fours will gain 5 or more NCE's from pretest to posttest on the Cooperative Preschool Inventory.

RESULTS: Eighty-one percent gained 5 or more NCE's.

OBJECTIVE: Eighty percent of the pupils will make normal or greater gains from pretest to posttest on the DIAL. (Developmental Indicator for the Assessment of Learning), gross motor and fine motor skills sections.

RESULTS: Percent of Pupils Who Achieved The Objective

	Gross Motor	Fine Motor
Three-Year-Olds	65%	55%
Four-Year-Olds	55%	71%

OBJECTIVE: Fifty percent or more of the pupils in the resource room will make sufficient progress to return to the regular classroom.

RESULTS: Ninety-six percent were returned to the regular classroom.

Program objectives for parents of three-year-olds and results were:

Parents will:

A. Gain in understanding of the objectives of the prekindergarten program. (100%) (Objective was 75%)

B. Develop positive attitudes about their ability to contribute to their child's education at home and at school. (77%) (Objective was 75%)

C. Increase awareness of services available through prekindergarten programs (nurse, speech therapist and social worker). (92%, 77%, 100%) (Objective was 75%)

D. Increased awareness of child guidance techniques. (77%) (Objective was 75%)

E. Participate in meetings. (92%) (Objective was 50%)

EVALUATION - Continued

The objectives were measured by a questionnaire completed by parents. All five objectives were achieved.

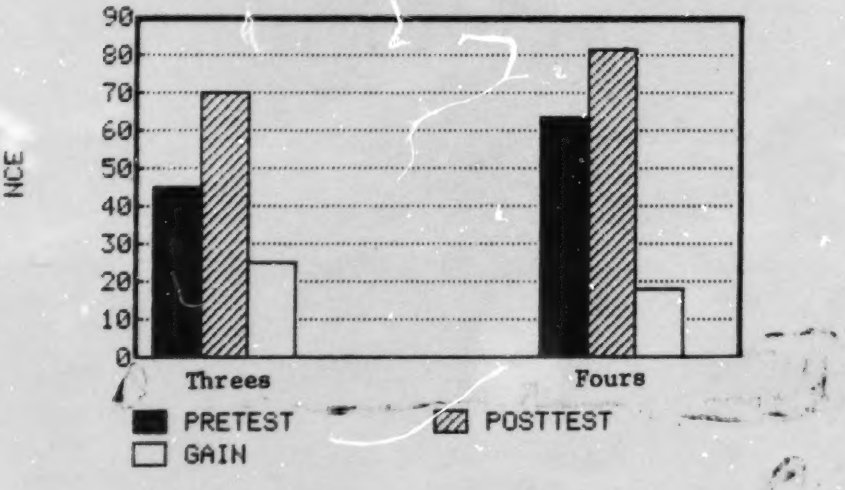
Parent Contacts: 2226 - parent contacts were made by teachers and social workers. These included phone calls, home visits, and visits at school.

The Cooperative Preschool Inventory was given as a pretest in September and as a posttest in May. In addition to the previously mentioned objectives the means for three and four-year-olds are shown in Table 06.1 and Figure 06.1.

TABLE 06.1
COOPERATIVE PRESCHOOL INVENTORY
PRETEST AND POSTTEST RESULTS
1983-84

	PRETEST		POSTTEST		NCE GAIN
	%ile	NCE	%ile	NCE	
Three-Year-Olds N=41	41	45	83	70	25
Four-Year-Olds N=227	75	64	93	82	18

FIGURE 06.1
COOPERATIVE PRESCHOOL INVENTORY
PRETEST AND POSTTEST RESULTS
1983-84



The prekindergarten pupils continue to make high mean gains on the Cooperative Preschool Inventory. On individual gains the four-year-olds achieved the objective by a narrow margin, while the three-year-olds missed by a narrow margin.

The objectives for the gross and fine motor skills still are not being achieved. These objectives and their measurement should be reexamined by the professional staff and the parent task force.

All five objectives for parents in the program for three-year-olds were met this year for the first time in several years. Usually four of five or three of five are met.

We need to continue the search for a measuring instrument that has more recent norms than the Cooperative Preschool Inventory, and one which allows a greater range for four-year-olds. Ideally the instrument would measures all pupil objectives including gross and fine motor skills.

06.00

WICHITA PUBLIC SCHOOL
Unified School District 259
Dr. Ronald G. McIntire

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A REPORT OF THE

PARENT EDUCATION PROGRAM

1983-84

Funded by ECIA PL 97-35
Chapter 1
Project 415020

Prepared by
Gerald R. Riley, Research Coordinator
Department of Program Evaluation

Division of Research, Planning, and Development Services
Dr. A. W. Dirks, Director
July, 1984

06.01

PARENT ADVISORY COUNCILS AND PARENT PROGRAM 1983-84

The Parent Advisory Council (PAC) was organized to provide opportunities for parents to review the total Chapter 1 project operation, including budget and evaluation information.

Representatives from all Chapter 1 schools (PAC) met eight times during the year to review and comment on the Chapter 1 project. Total parent attendance for the eight meetings was 166.

The PAC task forces for reading, mathematics, prekindergarten, and budget met regularly as part of the PAC meetings, to allow parent representatives and program staff to discuss the current program and to plan for the 1984-85 Chapter 1 project. Task force recommendations were shared with the PAC. Total parent attendance for eleven task force meetings was 37. Additional activities for the PAC included training sessions for all members in October. Sessions were offered on regulations, programs, evaluation, and budget.

Nine (6.8 full-time equivalent) Parent Involvement Workers (PIWs) had responsbilities which included recruiting members for the PAC, making arrangements for PAC meetings including the agenda, newsletters to staff and parents, and arrangements for babysitting at PAC and task force meetings. The PIWs also had responsibilities in the Parent Program described below. One parent activity supervisor was responsible for the operation of both the PAC and Parent Programs. Additional staff for both programs included a secretary and several part-time babysitters.

The Parent Program was designed to support the instructional objectives of Chapter 1 Reading, Mathematics, and Prekindergarten. Parents of Chapter 1 participating children were provided with tools and techniques for home reinforcement of basic skills through mini-workshops conducted by the PIWs. Parents were assisted individually in making learning aids, and were provided with information (prescriptions) from the classroom teacher on specific deficiencies and/or skills that needed reinforcement. Each PIW had a kit of reading, math, and prekindergarten reinforcement activities which could be used by the parent at home. Six hundred two mini-workshops were held for 2084 parents. The average attendance at the mini-workshops was three to four parents.

The Parent Resource Center at the Community Education Center provided commercial games, materials to construct reinforcement activities, equipment, books, pamphlets and Chapter 1 programs and PAC information. Parent math and reading handbooks and activity kits were available. Skills lists that correspond to the behavioral objectives for reading and mathematics were available. Prescriptions were prepared by school personnel and sent to parents.

The prescription provided specific information on skill deficiencies and suggested reinforcement material that parents could construct or check-out at the Resource Center. During the 102 days the Center was open, 1,362 parents participated in the activities. This was an average of about 13 parents per day.

In addition to the above, special activities were held at the Center. These included the following workshops: Back to School, Santa, Showers of Learning, and Summer Games. These workshops involved 26 sessions and 870 parents. The average number of parents per session was 38.

A survey indicated that parents were pleased to have the opportunity to help their children at home with the materials and assistance provided through the Resource Center. They reported successful experiences in teaching their children.

The total budget for the Parent Advisory Council/Parent Program was $109,568.

A summary of the participation data for the Parent Advisory Council and the Parent Program appears in the following table:

CHAPTER 1
PARENT ADVISORY COUNCIL/PARENT PROGRAM
1983-84 PARTICIPATION

ACTIVITY	NO. MEETINGS/SESSIONS	TOTAL PARENT PARTICIPATION
District Parent Advisory Council	8	166
Task Force (Reading, Math, Prekindergarten, Budget)	11	37
Parent Advisory Council Board of Directors	6	34
Information Meetings (School Level)	33	893
School Workshops/Mini Workshops	602	2084
Parent Resource Center (Regular days - open 102 days)		1362
Special Activities		
Back To School Workshops (September 17-October 1)	4	67
Santa Workshops (December 1-20)	8	298
Showers of Learning Workshops (April 10-17)	5	231
Summer Games Workshops (May 8-12)	9	274

An attempt was made last year (1982-83) to increase parent participation in the task forces by setting aside segments of selected PAC meetings for the task force meetings. Those attending PAC would also attend one of the four task force meetings. While the numbers at task force meetings increased as a result of this format, parents and staff felt that this procedure was not as effective as completely separate task force meetings. The plan for 1983-84 was to have separate task force meetings with a special effort to recruit parent task force members. Task force attendance again dropped from an average of six parents per meeting to about three per meeting.

PAC participation for 1983-84 increased from an average of 14 in 1982-83 to an average of 21. As a result of low attendance in 1982-83, program planners arranged for special high interest presentations in addition to the regular Chapter 1 business. These presentations included special education, computer literacy, achievement testing, and nutrition and learning. The apparent effect of these presentations was to increase the attendance.

COMMENTS

The parent component continues to be a vital part of Chapter 1. Parents and staff welcome the opportunity to work together to improve Chapter 1 programs.

Task forces are considered by staff members to be a highly desirable part of the Chapter 1 program. Efforts to improve parent attendance should continue.

The Parent Advisory Council program format described previously apparently was successful in increasing parent attendance. It should be continued.

Based on participation in Parent Resource Center activities and response from parents on a survey, the Center activities will be expanded to other parts of the city.